

Pupil premium strategy statement – Yew Tree Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	625
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026-2027
Date this statement was published	01.09.26
Date on which it will be reviewed	01.07.27
Statement authorised by	J.Barry
Pupil premium lead	R.Sherwood
Governor / Trustee lead	J.Faulkner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£401,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
EYPP	£8,521.50
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£409,971.50

Part A: Pupil premium strategy plan

Statement of intent

Opportunity for children and young people is too often defined by their background. Our intention is to do more to improve the life chances of our most disadvantaged children and break the link between background and future success.

The pupil premium grant plays a critical role in supporting the drive for rising standards and to ensure every child, no matter their background, can achieve and thrive. Pupil premium supports the aim of narrowing the gap between the attainment of disadvantaged pupils and their peers. We will consider the challenges faced by disadvantaged pupils and use pupil premium funding to address the specific challenges pupils face, through high-quality teaching, targeted academic support and wider strategies to help pupils to attend, belong and succeed.

High-quality teaching is vital in supporting our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Evidence such as that from the Education Endowment Foundation (EEF) shows that approaches that support high- quality teaching can be particularly effective at accelerating the progress of disadvantaged pupils, resulting in higher attainment. Stated in the intended outcomes detailed below, is the intention that disadvantaged pupils' attainment and progress will be sustained and improved.

The EEF recommends that approaches which support high-quality teaching should be a top priority for pupil premium spending, but the exact balance of spending between categories will vary depending on the specific needs of pupils and factors such as the size of the pupil premium cohort.

In our approach, we have considered how our strategy aligns with other strategic school improvement documents, such as the School Improvement Plan, to ensure that addressing disadvantage is a whole-school approach. Funding is used in line with the pupil premium conditions of grant with the intention of improving educational outcomes for disadvantaged pupils and that the approaches we select are informed by evidence.

When identifying the main challenges pupils are facing, it is important to consider the underlying academic and non-academic causes of them. For example, low attainment may be an outcome of poor early language development.

When identifying challenges, we have drawn upon a range of data sources, including internal assessments and performance data, discussions with teachers and support staff and engagement with pupils and families.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Internal and external assessment data show that whilst the % of PP children achieving the expected standard in reading, writing and maths is in-line with the national average for PP at the end of KS2, in the majority of year groups, PP attainment is below Non-PP attainment.
2	Internal and external assessment data show that whilst the % of PP children achieving the greater depth standard in reading, writing and maths is in-line with the national average for PP in the majority of year groups, PP attainment in some year groups is below Non-PP attainment.
3	Closing gaps and increasing overall PP attainment due to the high number of SEND PP pupils who have additional needs. 2627 initial data SEND PP: Y6:21%, Y5:19%, Y4:18%, Y3:20%, Y2:16%, Y1:17% Ensuring SEND PP pupils good progress from their individual starting points towards their IEP targets or EHCP outcomes.
4	Assessments, observations and work with pupils indicates underdeveloped oral language skills and poor vocabulary amongst many PP pupils. Of the pupils receiving speech and language support from therapists, 67% (12/18) are PP
5	Internal assessment data and discussions with teachers show that around 50% of YR PP pupils will leave EYFS not at the expected standard in Phonics.
6	Observations, monitoring and assessment data indicates a weakness in writing foundational skills, particularly for PP pupils. These skills include spelling and handwriting, sentence construction, control of grammar and use of vocabulary.
7	While the GLD % for PP increased by 19% from an entry baseline of 36% to 55%, there is a 13% disadvantaged GLD gap.
8	Observations and discussions with staff, pupils and families indicate social and emotional difficulties for many pupils and families. Support needed for pupils and families with more complex family situations that may prevent them from thriving in school (Family Support Worker, ECM Team, Pastoral support as well as external support when necessary).
9	Observations, pupil progress meetings and wider discussions with staff highlight a lack of resilience and application of metacognition and self-regulation strategies for some pupils when problem solving or faced with challenges in their work. Pupils need strategies (and modelling from adults) in order to develop their ability to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.
10	Observations and discussions with staff indicate many pupils, including PP pupils, do not have access to a wide and rich set of life experiences and have a lack of enrichment opportunities.
11	Our attendance data for 2526 indicates that while attendance for PP pupils is above the national average for PP, it is lower than the All Pupil's average.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved Reading, Writing and Maths attainment at the expected standard for PP pupils at the end of KS2	Internal and external assessments shows a reduction or removal of the attainment gap in R,W&M between PP and Non-PP pupils across all year groups at both expected and greater depth thresholds. KS2 outcomes in 25/26 show that PP attainment is at least in-line with national average for PP pupils.
At the end of KS2, progress in Reading, Writing & Maths for PP pupils is in-line with the national average	PP pupils achieve national average progress scores at the end of KS2 in Reading, Writing and Maths.
Improved progress for PP pupils with identified SEND	Robust data analysis using Insight and toolkit evidence shows SEND pupils are making good progress from their individual starting points towards their IEP targets or EHCP outcomes. Discussions with pupils, parents and staff support this.
Improved phonic attainment for PP pupils	Y1 phonic outcomes in 26/27 to show that PP pupils have met the expected standard at the end of Y1 for All Pupils. Y2 phonic re-take % shows more PP at the expected standard when compared to the end of Y1. Clear evidence that the phonic gaps in Y1 and Y2 have been reduced or removed.
Improved oral language skills and vocabulary among PP pupils	Clear impact of Voice 21 oracy programme in equipping staff with the oracy expertise to transform pupils' learning and life chances through talk. Pupils will begin to develop their ability and skill in articulating ideas, developing understanding and engaging with others through speaking, listening and communication.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our PP pupils	Evidence in the form of ECM meeting records, pastoral half termly reviews, Insight data, parent & pupil annual surveys, teacher observations and monitoring of participation in enrichment activities demonstrates high levels of engagement and improvements in self-regulation and well-being.
Engagement of FSW with families, particularly PP families, to strengthen provision	Increased opportunities to work with Sandwell Family Hubs (inc. through the application process to become a mobile spoke) in order to strengthen provision for pupils and their families.
To promote the extensive personal development of pupils by going beyond what is expected, to ensure pupils have access to a wide and rich set of experiences.	Engagement of pupils in a broad curriculum which ensures that they have breadth of experiences Increased participation in enrichment activities, particularly among PP pupils, including trips and extra-curricular activities. Pupils have the opportunities to work with a wide range of visiting professionals.
To achieve and sustain improved attendance for all pupils, particularly PP pupils	Monitoring of attendance and punctuality shows attendance of PP pupils has improved and is in-line with Non-PP and national data.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £184,444.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will continue to focus on securing professional development over the 26/27 academic year to drive meaningful change. Professional development directly links to the 26/27 School Development Plan (as recommended in the DFE report 'Using Pupil Premium: Guidance for School Leaders (March 2025)') 26/27 focus areas include: • Further enhancing staff skill and knowledge base, related to disadvantage, through the delivery of CPD by Marc Rowland focusing on improving outcomes for disadvantaged pupils. • Formalising the high-quality inclusion work at the school through the development and publication of an 'Inclusion Strategy' which outlines ordinarily available/universal provision and pathways for support and CPD from external practitioners (Watling Street training focusing on the principles of nurture and supporting SEMH needs within mainstream classrooms) • Training to support staff expertise in 'scaffolding up' rather than 'differentiating down' so that pupils are supported but expectations/ outcomes are high (inc. the development of a scaffolding resource toolkit/guide). • Sharing best practice, knowledge and skills from The Hive with staff across the school, so that aspects of this provision can support mainstream education in class. • Refining pedagogical understanding so that consistent high-quality teaching & learning supports the expectation that all pupils excel in their achievements. • Promoting, via CPD, modelling and scaffolding strategies so that these are used effectively, across the school, to support pupils and ensure progress for all. • Further embedding awareness and use of 'foundational learning' across the school/ curriculum in order to strengthen progress for all (especially those who face barriers or those who are new to the school). • Revisiting the curriculum vision, in conjunction with the updating of any curriculum plans, to ensure the pedagogical approach (and all	Our continued commitment to ensuring high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. SIP 2627 In line with our vision of 'Learning Without Limits' we have an expectation that every child will succeed and achieve their very best. This includes those who have SEND or who are disadvantaged. We recognise that ambition alone does not in pupils excelling so it is vital that we take time to reflect upon, review and update our practice and provision so that it is of consistent high-quality and supported by research. We recognise the importance of oracy education as a key strategy to support children in getting the best start in life and being ready to learn. Oracy is the ability to articulate ideas, develop understanding and engage with others through speaking, listening and communication. Effective oracy really can enhance outcomes and life chance for our pupils. Engaging with Voice 21 will add a rigour and thoroughness to our work developing this aspect of our curriculum. Through our work, we will actively invest teaching time to create 'talk rich' classrooms which will value pupil' voices, boost confidence and prepare them for the future. 'Menu of Approaches' evidence brief and supporting resources Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and purposeful use of assessment. This could include selection of high-quality curriculum materials or use of standardised assessments. The EEF Guide to the Pupil Premium Menu of approaches: evidence brief and supporting resources Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be	1-11

other aspects) are evident and deeply embedded across the school. - Continuing to embed aspects of Grammarsaurus, including work done to develop morphology, to ensure a strong and sharp focus on basic skills. - Strengthening staff understanding of marking & feedback strategies, including the effective use of DIRT books, to ensure strong impact of outcomes. - Engaging with Voice 21 to develop oracy across the school so that pupils can articulate, confidently and securely, their thoughts, opinions and beliefs whilst actively listening to others. - Providing frequent opportunities for CPD, coaching and modelling (inc. utilising links with Centres of Excellence) to strengthen staff knowledge of effective oracy development.	based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches. Using Pupil Premium: Guidance for School Leaders (March 2025) Consider how your strategy aligns with other strategic school improvement documents, such as your school improvement plan, to ensure that addressing disadvantage is a whole-school approach. English and Maths are key to pupils accessing the whole curriculum and it is crucial that all pupils have the right foundations to achieve and thrive in their education and later life. EEF EFFECTIVE PROFESSIONAL DEVELOPMENT THE MECHANISMS OF PD Building knowledge Motivating teachers Developing teaching techniques Embedding practice DFE TSAR'S FIVE PRINCIPLES OF 'PROMISING INCLUSION' High quality and evidence-informed teaching practice. Inclusion starts with expert teaching. When this is embedded consistently and paired with early, targeted support for children, more learners stay in class and make progress. Inclusion as a strategic and shared responsibility. Leaders see inclusion as a core priority and principle across their settings, not a separate system. When responsibility is shared and guided by a clear ethos, schools align planning, development, and accountability to drive consistent, inclusive practice. TELLING THE STORY: THE ENGLISH EDUCATION SUBJECT REPORT MARCH 2024 The report noted that the writing curriculum often introduces complex tasks too early, before many pupils are equipped with the necessary knowledge and skills that underpin these. The Grammarsaurus scheme was introduced in 2324 in response to the above finding. CPD will focus on embedding foundational knowledge in 2627.	
Increased teaching capacity in Y6 English and Maths to strengthen provision and outcomes in core subjects.	Using Pupil Premium: Guidance for School Leaders (March 2025) English and Maths are key to pupils accessing the whole curriculum and it is crucial that all pupils have the right foundations to achieve and thrive in their education and later life. EEF T&L toolkit: Reduction in class size +3 months, Feedback +6 months	1,2,3,6
DHT and 2 AHTs to work in YR, Y5 & Y6 providing additional PPA cover for targeted core subject support	EEF EFFECTIVE PROFESSIONAL DEVELOPMENT Guidance Report Teachers make a difference. No matter the phase or school setting, it is the quality of teaching that can make the biggest difference to children's learning and to their ultimate success in school. As Rauch and Coe	1,2,3,6

	explain, it is 'arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning'. What's more, the quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development.	
Improving outcomes through additional teacher releasing senior leaders from teaching commitments so that they have increased capacity to support teacher professional development, utilising their experience and expertise to provide planning, coaching, modelling and training to support staff in ensuring high aspirations and expectations for all pupils regardless of age, need or barrier.	EEF EFFECTIVE PROFESSIONAL DEVELOPMENT Guidance Report Teachers make a difference. No matter the phase or school setting, it is the quality of teaching that can make the biggest difference to children's learning and to their ultimate success in school. As Rauch and Coe explain, it is 'arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning'. What's more, the quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development PD is more likely to succeed when there is alignment between the aims of the programme and the priorities of the school or setting as well as support from leadership. 'Menu of Approaches' evidence brief and supporting resources Mentoring and coaching can be an important source of support, particularly for early career teachers.	1,2,3,4,5,6,7
Role of additional teacher to provide subject leaders curriculum development time. Curriculum sequencing & provision strengthened through leadership release to monitor and implement effective implementation alongside coaching and staff CPD.	SIP 2627 Our School Improvement Plan is about strengthening the work that we do, in many different areas, and 'connecting the dots' to ensure a cohesive approach and exceptional education. The EEF Guide to the Pupil Premium Menu of approaches: evidence brief and supporting resources Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.	1,2,3,4,5,6,7
Funding used to release SENDCO from teaching commitments in order to increase capacity for her to work alongside teachers, providing advice and coaching & modelling support in The Hive so that there is sustained impact and high-quality provision.	SIP 2627 As part of the DfE's agenda to transform SEND provision mainstream schools, with support from a new inclusion mainstream grant, are expected to embed inclusive practice. This national focus is also driven by the strong focus on inclusion from Ofsted during its inspections. Beyond the statutory reporting expectations, building on the success of the extensive work already undertaken (e.g. Ofsted, SEND Award, Safeguarding Award etc), this area of work will support the school in embedding the excellent practice that has been developed and to be a proactive partner in the delivery of services which support the needs of our children. EEF SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS Summary of recommendations	3,4,7

	To a great extent, good teaching for pupils with SEND is good teaching for all. An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. DFE TSAR'S FIVE PRINCIPLES OF 'PROMISING INCLUSION' High quality and evidence-informed teaching practice. Inclusion starts with expert teaching. When this is embedded consistently and paired with early, targeted support for children, more learners stay in class and make progress. Inclusion as a strategic and shared responsibility. Leaders see inclusion as a core priority and principle across their settings, not a separate system. When responsibility is shared and guided by a clear ethos, schools align planning, development, and accountability to drive consistent, inclusive practice.	
Use of Insight diagnostic assessment to respond to the needs of pupils and address identified gaps in learning - pupil progress review meetings with Assessment Lead every term using Insight and gap analysis data following termly data drops.	'Menu of Approaches' evidence brief and supporting resources Schools should focus on the purposeful use of assessment. This could include selection of high-quality curriculum materials or use of standardised assessments. Using Pupil Premium: Guidance for School Leaders (March 2025) Diagnostic assessment, using data from internal and external assessments, is important for identifying the specific areas where intervention and support will improve each pupil's academic progress.	1,2,3,4,5,6,7,8
Subscriptions to support high-quality teaching to improve outcomes in English and Maths (including Boom Reader)	Using Pupil Premium: Guidance for School Leaders (March 2025) English and Maths are key to pupils accessing the whole curriculum and it is crucial that all pupils have the right foundations to achieve and thrive in their education and later life.	1,2,3

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £114,499

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using funding to increase provision for: Sounds Write Y1 Phonic interventions & Sounds Write Y2 Phonic interventions	EEF SELECTING INTERVENTIONS Evidence shows that trained TAs can have a valuable impact through delivering high-quality, structured one-to-one and small group interventions. The aim should be to complement the overall teaching and learning objectives and minimise the time pupils spend away from the classroom. GUIDE TO THE PUPIL PREMIUM SEPTEMBER 2024 We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those pupils who are not making good progress. An effective Pupil Premium strategy considers how classroom teachers and teaching assistants can provide targeted academic support. Such support could include structured small-group interventions that link to classroom teaching and the curriculum. EEF T&L TOOLKIT Phonics +5 months Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Teaching should be explicit and systematic and matched to children's current level of skill in terms of their phonemic awareness. Feedback +6 months Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	1,3,5
Using funding to increase provision for Y6 Maths interventions	EEF SELECTING INTERVENTIONS EVIDENCE INSIGHTS Evidence shows that trained TAs can have a valuable impact through delivering high-quality, structured one-to-one and small group interventions. The aim should be to complement the overall teaching and learning objectives and minimise the time pupils spend away from the classroom. GUIDE TO THE PUPIL PREMIUM SEPTEMBER 2024 We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those pupils who are not making good progress. An effective Pupil Premium strategy considers how classroom teachers and teaching assistants can provide targeted academic support. Such support could include structured small-group interventions that link to classroom teaching and the curriculum. EEF T&L TOOLKIT Small group tuition +4 Feedback +6 Metacognition and Self-Regulation +8 Teachers can promote metacognition by modelling their thinking aloud. For example, teachers might explain their thinking when planning an exam response or breaking down a mathematical problem, alongside promoting and planning for metacognitive talk related to lesson objectives. Teachers often model the explicit use of a metacognitive strategy during a task. For example, they might co-construct a planning checklist and explain how this supports learning, or verbalise self-questioning to evaluate progress. Effective teaching practices include: Explicit teaching of metacognitive strategies. Prompting pupils to set goals and activate prior knowledge. Teachers modelling their own thinking and self- talk to demonstrate metacognitive strategies.	1,2,7,9

	Providing opportunities for pupils to reflect on, monitor their strengths and areas of improvement, and plan how to overcome current difficulties. Encourage reasoning and debate to promote reflection on knowledge and draw connections between topics.	
Using funding to increase provision for Y4 MTC interventions	EEF T&L TOOLKIT Feedback +6 months Small group tuition +4 months Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. The cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.	1,2,3,4,7
Speech and Language pupil support	School evaluations demonstrate that during the 25/26 academic year, the enhanced speech and language support has had a transformative impact on the school community, significantly strengthening pupils' communication skills, confidence, and engagement in learning. The initiative has also played a key role in fostering a more inclusive and supportive environment, where children and parents/carers feel valued, listened to, and understood. In 26/27 the hours will continue to be used to support children who join our school and require quick intervention, support the MAA process and allow us to have direct input into creating a total communication environment.	4
After school small group support in Maths for Y5 and Y6 pupils.	EEF T&L TOOLKIT Feedback +6 months Metacognition and Self-Regulation +8 Small group tuition +4 months Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. The cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. Teachers can promote metacognition by modelling their thinking aloud. For example, teachers might explain their thinking when planning an exam response or breaking down a mathematical problem, alongside promoting and planning for metacognitive talk related to lesson objectives. Teachers often model the explicit use of a metacognitive strategy during a task. For example, they might co-construct a planning checklist and explain how this supports learning, or verbalise self-questioning to evaluate progress. GUIDE TO THE PUPIL PREMIUM SEPTEMBER 2024 The Pupil Premium is intended to support the life chances of socio-economically disadvantaged pupils and compensate for this disadvantage, which extends to high attainers. So it can—and should—be spent supporting programmes and interventions for eligible students who are high attainers.	1,2,9

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £113,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Lead to further embed and promote attendance expectations, through collective accountabilities, to minimise any opportunity for pupils not to achieve at school.	TEACHING ATTENDANCE 2.0 SUMMARY MAY 2017 Educators can play an important role in identifying at risk students and ensuring early intervention occurs. Four key strategies: Monitoring chronic absence data - this is essential to ensuring educators are equipped to support their students. Anticipate needed supports - once you know which students are at risk due to poor attendance, take stock of what you know about their situations. Gain a working knowledge of available resources - take stock of supports available in your school and community. Educators aren't expected to address these complex needs on their own. Determine the best way to connect with the student and family - research shows that the best approaches are highly personalised and build upon the hopes and dreams families have for their children to succeed. If you don't have a strong relationship with the family, consult with a school staff member who has past experiencing working with the family. GUIDE TO THE PUPIL PREMIUM SEPTEMBER 2024 Significant non-academic challenges—such as attendance, behaviour, and social and emotional learning—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy. While many challenges may be common between schools, the specific features of the community your school serves will affect which approaches you prioritise in this category. Interventions are likely to be most effective when used alongside efforts to improve whole-class teaching as well as strategies to address wider challenges to learning such as attendance and behaviour. EEF T&L TOOLKIT Parental engagement +4 Approaches to support attendance are outlined in the Working Together to Improve School Attendance guidance and in the Attendance Toolkit. The EEF has produced a supporting school attendance resource structured around six evidence-informed themes to support school leaders and attendance teams.	11
Family Support Worker: To proactively engage with Best Start Family Hubs, within our own Spoke provision and the wider service offer, to maximise support available to pupils and families who might face barriers to learning.	EEF T&L TOOLKIT Parental engagement +4 GUIDE TO THE PUPIL PREMIUM SEPTEMBER 2024 Significant non-academic challenges can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy. While many challenges may be common between schools, the specific features of the community your school serves will affect which approaches you prioritise in this category.	8

Pastoral Team: Provide effective outreach pastoral support so that children are settled in class and ready to learn.	THE EEF GUIDE TO THE PUPIL PREMIUM There is a strong evidence base showing the impact that high- quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour. EEF T&L TOOLKIT Social & Emotional Learning +4 Behaviour interventions +4 EEF BEHAVIOUR INTERVENTIONS KEY FINDINGS Both targeted interventions and universal approaches have positive overall effects. Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	8,9
Residential subsidy: Ensure all disadvantaged children have the opportunity to partake in a subsidised residential experience in KS1 and KS2.	COUNCIL FOR LEARNING OUTSIDE THE CLASSROOM Learning outside the classroom is about raising young people's achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn, but most importantly, how and where we learn. It is about improving young people's understanding, skills, values, personal and social development and can act as a vehicle to develop young people's capacity and motivation to learn. 'The lasting impact of outdoor adventure residential experiences on young people' H Prince - Journal of Adventure Education and Outdoor Learning: Thematic and comparative analysis identified lasting impacts as: self-confidence, independence and communication. EEF T&L TOOLKIT Physical activity +1	10
Curriculum enrichment through visits and visitor to school so that pupils are given real experiences in order to help them learn, develop their vocabulary, broaden their knowledge and gain experiences of the world around them.	COUNCIL FOR LEARNING OUTSIDE THE CLASSROOM: This is not only about what we learn, but most importantly, how and where we learn. It is about improving young people's understanding, skills, values, personal and social development and can act as a vehicle to develop young people's capacity and motivation to learn.	10
Subsidised places for extra-curricular clubs: provide enrichment opportunities for disadvantaged pupils through subsidised places in extra-curricular clubs so they have access to a wide-range of experiences and opportunities which nurture different skills and talents.	EEF T&L TOOLKIT Physical activity +1 Extending school time +3 There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention	10

Total budgeted cost: £412,093.50

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome - Reading, Writing & Maths attainment for disadvantaged pupils is in-line with national average

Statutory Results for Pupil Premium Pupils (Expected+)

School Insight Data

	School PP	School Non-PP	In-year Gap	National All Pupils	National PP	Sandwell LA PP
READING	63%	82%	-19% (closed by 1%) PP attainment remained in-line	75%	63%	64%
Reading PP attainment in-line with both Local and National PP						
WRITING	77%	78%	-1% (closed by 17%) PP attainment increased by 20%	73%	60%	63%
Writing PP attainment is higher than National All pupils						
MATHS	69%	77%	-8% (closed by 18%) PP attainment increased by 22%	75%	61%	63%
Maths PP attainment is higher than both Local and National PP						
COMBINED	58%	68%	-10% (closed by 12%) PP attainment increased by 15%	63%	48%	50%
Combined PP attainment is higher than both Local and National PP						

Statutory Results for Pupil Premium Pupils (Higher Standard)

School Insight Data

	School PP	School Non-PP	In-year Gap	National All Pupils	National PP	National PP Gap
READING	27%	27%	No gap (closed by 1%) PP attainment increased by 10%	31%	19%	20%
Reading PP attainment higher than both Local and National PP and just below National All Pupils						
WRITING	6%	11%	-5% (closed by 3%) PP attainment increased by 6%	13%	7%	6%
Writing PP attainment is in-line with both Local and National PP						
MATHS	21%	38%	-17% (grown by 10%) PP attainment increased by 8%	27%	15%	18%
Maths PP attainment higher than both Local and National PP						
COMBINED	6%	11%	-5% (closed by 2%) PP attainment increased by 6%	9%	4%	4%
Combined PP attainment higher than both Local and National PP						

Despite the challenges and barriers to learning faced by a significant number of disadvantaged pupils (high mobility, SEMH & SEND needs with high rates of PA/risk of PA) PP pupils have strong attainment overall. In Writing, Yew Tree PP pupils were again above National PP and in-line with the All-Pupils result. We recognise the need to increase attainment so averages get closer to national all pupil results and this will be a priority for the 26/27 academic year.

Progress from KS1 (Perspective Nova Report)

Disadvantaged pupils made average progress in all core subjects:

Reading – average progress made -1.46 (Sandwell LA +0.13)

Writing – average progress made +2.15 (Sandwell LA +0.52)

Maths – average progress made +0.52 (Sandwell LA +0.33)

Y4 MTC

14% of PP pupils entered Y4 scoring full marks. By the end of Y4, very good progress had been made, with **43%** of PP pupils scoring full marks (an increase of 29%). The average point score for PP pupils was 21.1 and their attainment result of 43% is in-line with the 2026 National Result for All Pupils. Non-PP pupils made a similar rate of progress resulting in the disadvantaged gap remaining the same as the start of the year. 77% of PP pupils scored 20+ (an increase of 49% from the entry result of 28%).

EYFS

(Perspective 'EYFSP by Pupil Characteristics % Achieving a Good Level of Development' 2026 V1)

	ALL	PP	NON-PP	GAP
SCHOOL	63%	58%	67%	PP -9%
SANDWELL	68%	55%	71%	PP -16%
NATIONAL	72%	55%	76%	PP -21%

The GLD % for PP pupils increased by 22% from 36% on entry to 58% by the end of the year. The % of Yew Tree PP pupils achieving GLD is slightly higher than both National and Local PP with a smaller disadvantaged gap.

8/27 PP pupils (30%) made rapid in-year progress, with all 8 pupils achieving the GLD measure at the end of the year, having been below on entry. 2 new PP pupils joined in-year and were assessed as working below and did not achieve the GLD measure. 25% of the PP cohort are SEN support (this is in comparison to 15% of the Non-PP cohort).

Intended outcome – to improve phonic standards for disadvantaged pupils

Year 1 Phonics

(Perspective 'Phonics by Pupil Characteristics' 2026 V1)

	ALL	PP	NON-PP	GAP
SCHOOL	79%	80%	78%	PP +2%
SANDWELL	79%	71%	82%	PP -11%
NATIONAL	82%	68%	86%	PP -18%

PP pupils have made significant progress from the end of the Autumn Term where 9% met the check when assessed (71% increase). Yew Tree PP pupils have higher phonic attainment than National and Local PP and are broadly in-line All Pupils Nationally. The impact of high-quality teaching, interventions which directly link to teaching and are informed by half termly assessments with gap analysis, led by experienced, knowledgeable TAs with very good subject knowledge can be clearly seen in this year's results. This is the second consecutive year that PP pupils have secured attainment in-line with national pupils.

Year 2 Phonics

12 PP pupils sat the phonic re-check with 6/12 (50%) passing. All of the 6 PP pupils who did not pass the re-check are SEN Support (4 made significant progress and 2 were disapplied).

By the end of Y2, 90% of PP pupils have passed the phonic check (an increase of 10% from the Y1 PP result of 80%). PP pupils have made good progress and there is now no disadvantaged gap. Compared to the start of the year, PP now have higher attainment (90% compared to Non-PP 86%). At the start of the year there was a gap of -3%.

Intended outcome - Reading, Writing & Maths attainment for disadvantaged pupils is in-line with national average

Assessment Data Y1-5

Y5 PP attainment is in-line with National PP in Reading but is below in both Writing and Maths. Gaps are closing in Reading but not in Writing and Maths. The priority for PP pupils will be to increase attainment at the expected threshold in both Maths and Writing so results are at least in-line with National PP averages and the disadvantaged gap narrows by the end of Y6.

Y5 PP progress – 39/46 pupils have KS1 SATs data.

Reading - 95% are making expected progress with 23% of these pupils making rapid progress

Writing - 90% are making expected progress with 31% of these pupils making rapid progress

Maths - 74% are making expected progress with 23% of these pupils making rapid progress

Y4

Y4 PP attainment is in-line with National PP for Maths but just below in Reading and Writing. The priority for PP pupils will be to increase attainment at the expected threshold in both Reading and Writing so results are at least in-line with National PP averages.

Y4 PP progress – 42/47 pupils have Y2 teacher assessment data.

Reading - 79% are making expected progress with 14% of these pupils making rapid progress

Writing - 90% are making expected progress with 14% of these pupils making rapid progress

Maths - 93% are making expected progress with 17% of these pupils making rapid progress

Gaps have closed in-year in Maths, but grown slightly in Reading & Writing. In these subjects PP attainment has remained in-line while Non-PP attainment has increased by around 4%.

Y3

Y3 PP attainment is just below National PP in both Reading and Maths but below in Writing. The priority for PP pupils will be to increase attainment at the expected threshold in Writing so results are at least in-line with National PP averages.

Y3 PP progress – 48/50 pupils have Y2 teacher assessment data.

Reading - 92% are making expected progress with 19% of these pupils making rapid progress

Writing - 90% are making expected progress with 10% of these pupils making rapid progress

Maths - 90% are making expected progress with 17% of these pupils making rapid progress

PP attainment in both Reading and Maths has increased this year resulting in the gaps for both subjects closing.

Y2

Y2 PP attainment is strong and higher than Non-Pupil Premium attainment in all core subjects.

Y2 PP progress – 56/63 pupils have Y1 teacher assessment data.

Reading - 92% are making expected progress with 25% of these pupils making rapid progress

Writing - 86% are making expected progress with 20% of these pupils making rapid progress

Maths - 96% are making expected progress with 23% of these pupils making rapid progress

There are no disadvantaged gaps in any core subject, as PP have higher attainment in all areas.

Y1

Y1 PP attainment is strong in both Reading & Maths but lower in Writing.

Y1 PP progress – 35/37 pupils have YR teacher assessment data. We are starting to see rapid progress being made, but recognise the dip in Writing at the end of Y1 must be addressed.

Reading - 91% are making expected progress with 11% of these pupils making rapid progress
Writing - 71% are making expected progress with 6% of these pupils making rapid progress
Maths - 89% are making expected progress with 9% of these pupils making rapid progress

Intended outcome – to improve attendance for disadvantaged pupils

High quality leadership and strategic planning have ensured strong attendance outcomes this year. The school was again in the top 25% of FFT schools for attendance in both the Spring Term.

Pupil Premium pupils have improved attendance compared to figures from the end of the previous year. PP Attendance: 94.0%. This is a 0.9% increase from 93.1% at the end of 24/25 and just below the current National average for All Pupils percentage (94.9%).
PP Persistent Absence: 18.3%. This is a reduction of 3.5% from 21.8% at the end of 24/25.

The January 27th OFSTED inspection report commented, "Leaders and staff consistently promote the importance of high attendance. The school meticulously analyses trends and patterns in figures, especially those of vulnerable pupils. The school helps families to see the importance of regular attendance. This includes supportive meetings to identify any barriers to attending. The school celebrates improved attendance. As a result, attendance across the school has improved. It is now at least in line with national averages. Pupils want to come to school."

Intended outcome – to improve strategies for dealing with challenges and resilience building

Insight provision mapping and evaluations of pastoral provision continue to demonstrate effective support. Pupil voice surveys continue to demonstrate an overwhelmingly positive view of school and support:

- 100% of pupils agreed that school encourages them to be independent and take on responsibilities.
- 91% of pupils felt their teacher always helps them to do their best.
- 100% of pupils believe there is always an adult they can talk to if something is worrying them.
- 100% of pupils feel proud to be part of the Yew Tree family.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.